

**KYOTE Dinner Meeting Results
Northern Kentucky University
Student Union Ballroom
September 12, 2017**

I. Attendance. There were about 80 people who attended for the meeting, including high school mathematics teachers from 8 Northern Kentucky counties and 24 high schools, two high school principals, an assistant superintendent, nine mathematics faculty from NKU, and one each from Thomas More College and the University of Kentucky.

II. Senate Bill 1. There was discussion at some of the tables about the following statement in the 2017 Senate Bill 1:

*A high school student whose highest score on the college admissions examination under subsection (5)(b)5. Of Section 3 of this Act in English, reading or mathematics is below systemwide standard established by the Council on Postsecondary Education for entry into a credit-bearing course at a public postsecondary institution without placement in a remedial course or an entry-level course with supplementary academic support **shall be provided the opportunity** to participate in accelerated learning designed to address his or her identified academic deficiencies prior to high school graduation.*

There was concern expressed at the meeting that if the senior year transitional program and KYOTE testing were eliminated, then the **only opportunity** for the 60 percent of high school seniors who failed to meet benchmark on the ACT as juniors to become college ready would be for them retake the ACT at their own expense.

There was unanimous agreement that this would be a **serious mistake**, depriving these students of any reasonable chance to become college ready while still in high school. It would violate the spirit and intent of Senate Bill 1. And it would be **inconsistent** with the principles upon which the new accountability system is built: **equity, opportunity and access, and achievement gap closure.**

III. Accountability System Survey Results. High school teachers and other school officials were asked to respond to 12 statements related to transition readiness in the new accountability system as it relates to the current senior year transitional program and KYOTE testing for college readiness. The survey questions, the compiled numerical results and all comments are included.

New Accountability System Survey

Please circle the number that most closely reflects your opinion.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
6. No opinion

Note: The number of teachers who circled a number (1, 2, 3, 4, 5, or 6) appears in parentheses opposite that number.

1. A significant majority (80%+) of students who fail to meet benchmark of 19 on the ACT math exam would either not meet the prerequisites for a dual credit college mathematics course or would be unable to earn a B or better in such a course.

1 (33) 2 (13) 3 (1) 4 (1) 5 (0) 6 (0)

Comments:

- Most universities require a 19 in order to be enrolled in a Dual Credit Course.
- Student must have the ACT Score to take a dual credit math class and its not 19.
- For a student to be eligible for Dual Credit, they should be College Ready junior year. Some students need senior year to be College Ready. It is still part of high school.
- I have some students in a college algebra class that are not at the benchmark yet, but do well and work hard in class.
- The demands of dual credit are beyond their background mathematically.
- Colleges require a 19-22 for dual credit. Students would not be eligible for dual credit.
- No chance
- The KYOTE test has definitely given our non-benchmark students the opportunity/incentive to improve their skills through our transition program.
- A student who struggles in math would most likely not be successful in a college level course.
- How could a student do well in a college course if they aren't college ready?
- 18 and below is an indicator of huge gaps in a student's learning. A direct intervention is needed.

2. A significant majority (90%+) of students who fail to meet benchmark of 19 on the ACT math exam would be unable to earn a 3 or better on an AP statistics or and AP calculus exam.

1 (37) 2 (9) 3 (0) 4 (0) 5 (0) 6 (0)

Comments:

- Students who don't reach a benchmark of 19 usually don't enroll in AP classes.
- Basic concepts are important for success in upper level math classes.
- No personal experience with AP, but we do not put students below benchmark in AP.
- The students are not even eligible to enroll for AP
- No chance!
- Students with ACT scores below 25 really struggle in AP Calculus. I can't speak to statistics - our AP stats teacher believes Reading scores have the greatest impact.
- The only AP courses for Math are AP calculus and AP statistics they don't know how to factor, can you expect them to find an Integral?
- I would say from experience that this would be improbable, even impossible.

3. Elimination of the senior year transitional program and college placement testing for college readiness would deny the 60 percent of Kentucky high school graduates who fail to meet benchmark on the ACT as juniors any *realistic* opportunity to become college ready while still in high school.

1 (36) 2 (10) 3 (0) 4 (0) 5 (0) 6 (0)

Comments:

- Some students mature later before they realize the importance of ACT as it impacts their futures. Also, forcing students to do the ACT puts financial pressures on students who must retake the exam. Also, the ACT is not given in every county on each test date, and so travel may also be an issue.
- Only option would be ACT -> more money for students – inequitable.
- The proposed pathways to Academic Ready do **not** provide any opportunity for students who are **not** college ready at the end of their junior year to get college ready.
- The cost for additional ACT testing is often economically prohibitive. This change will impact **student opportunity and access**. Equity would not exist under this system!
- Most students who retake the ACT do so to “up” their composite score already at Benchmark. Students scoring below benchmark typically do not retake the ACT.
- They have a far greater chance of taking a class whose curriculum is tied directly to the test then having to try to prepare for the ACT on their own.
- Students are not typically successful self-studying for the ACT senior year. They also balk at paying for it and taking it on a Saturday, and KYOTE taken through school gives them an opportunity to succeed.

- There are ACT workshops and the students can do these (who can afford to pay for it) to prepare.

4. The emphasis on dual credit courses in the new accountability system and the scholarships offered students who participate will significantly reduce the number of students taking AP courses. Comment on whether this is happening at your high school.

1 (10) 2 (7) 3(16) 4 (4) 5 (1) 6 (6)

Comments:

- Our parents want the AP math. There is no real interest in Dual-Credit math.
- Not an option at our school.
- We offer different courses – AP/Dual Credit students going in to college in a specific field are counseled toward AP
- A few students opted into the dual credit over AP for the guaranteed credit over a maybe but did not really reduce our Numbers
- It depends on the admin and push from Central Office (AP Calc has dropped some over the past 5 year.)
- This is happening somewhat. We have seen our AP Calculus program enrollment support 2 classes rather than 3 this year
- We haven't seen a marked change in enrollment in such courses
- Based on how high school guidance influences student decisions. Campbell County has made a strong push not to offer dual credit courses that conflict with AP courses.
- Students are still taking AP courses and we are even adding offerings such as AP computer science.
- It is strongly correlated to the high school's "screening" and advising of students. Campbell County High School is doing a great job of having both programs being strong.
- We offer very few AP courses anyway.
- Much easier material is offered in dual credit courses.
- It has already been happening. The numbers have been decreasing and sentiment of educators that do not teach AP courses are that of compliance to accountability points for CTE courses.
- Dual credit courses tend to be easier than AP courses, students are more likely to dual credit.
- This is already happening at Beechwood H.S.

5. Failure to give high schools credit in the accountability system for getting their students college ready via KYOTE (when meeting benchmark on KYOTE exams is accepted as a measure of college readiness by all public colleges and universities in the state) ***makes no sense.***

1 (49) 2 (2) 3 (0) 4 (0) 5 (0) 6 (0)

Comments:

- If it is recognized by colleges and universities, then it is clearly a measure of success in their eyes, and should also be for the state.
- If not KYOTE to get college ready then students will need to retake the ACT yet not have the prep for it.
- This gives students a goal with an outcome that is beneficial to them at KY Universities. Many are so frustrated by the ACT at this point that they “turn off” because, in multiple attempts, they haven’t met benchmark.
- Without KYOTE seniors currently have no way to get college ready without dishing out a lot of money for ACT retakes and study sessions.
- I feel that KYOTE is a good indicator, as good as ACT, as to whether they are ready for college or not.
- If KYOTE is good enough for Post-Secondary Council, it should be good enough for KDE.
- What is best for kids? – Getting them college ready. If KYOTE is good enough for colleges to accept, the state should accept.
- Every public university accepts the results!
- KYOTE serves an important role in preparing students for college if they have missed the benchmark.
- The ACT or KYOTE? Almost identical. If colleges are recognizing the scores on KYOTE, then who would not count these scores as readiness?

6. Failure to give high schools credit in the accountability system for getting their students college ready via KYOTE would result in a sharp decline in the number of high schools offering the senior year transitional program even if KYOTE continued to be a measure of college readiness accepted by all public colleges and universities. Comment on whether you think your high school would continue with the program in this case.

1 (11)

2 (20)

3 (5)

4 (7)

5 (0)

6 (3)

Comments:

- It will vary from school to school, but as long as schools operate on student first basis then this will probably be less of an issue.
- We will continue to offer it. When there is so much focus on accountability (even with the star system) most decisions are grounded in that to at least some degree.
- Unsure
- I feel my high school would continue because we have success with our seniors.
- We think we would continue the transitions course. How would interventions be dealt with?

- We would still offer transitional courses; however, this would cause us to lose a wonderful motivational tool. The course would also probably lose some of its rigor.
- It really depends on needs of students to ability to provide for them. Current school leadership **does** enjoy KYOTE!
- Students are required to take a math class during their senior year. I do not foresee PCHS dropping transitional class. Students would not be strong enough for PreCalculus.
- We probably would just because we would need a class for that brand of student to take.
- Yes, WVHS will continue to offer a remedial option to get students prepped for the KYOTE and encourage the retaking of the ACT.
- It depends on what was required. I suppose we would have to extend the dual credit offerings if that was the only way to make sure students reached college readiness!
- We are still offering transitional courses and the students will still take the KYOTE.
- We do what is BEST for KIDS!
- We already started offering fewer transition courses because we thought KYOTE was eliminated from the accountability model this year.
- Why do it for no credit?
- The actual wording of the credit being attained in the coursework or not attained has no bearing upon graduation. GCHS curriculum document.
- I think we would because it should be about what's in the best interest of the students.
- I think Beechwood will continue the senior year transitional program because of the goal to meet ACT Benchmark.

7. In the current accountability system, there are a significant number of students who feel forced into taking the senior year transitional courses and thus resist your efforts to help them become college ready.

1 (5)

2 (18)

3 (4)

4 (15)

5 (3)

6 (5)

Comments:

- Because of other offerings for senior math credits (like vocational math credits) allows students to have some choice.
- They're not given a choice at our school.
- Many "GIVE UP" on "College Ready"
- Typically these are students who know (as 17/18 year olds) that they have no plans to go to college. Students who have college as a goal are receptive to the course.
- I think even though there are students that resist, there are many students who accept and appreciate the assistance.

- In our school, all students not at benchmark are automatically enrolled in an intervention – mostly transitions. This results in many students taking 2 math classes their senior year.
- We do not meet with very much resistance at all. Most are appreciative and, for the first time in their lives, experience success in a math course.
- If it were not for vocational school and math credit for certain areas, there may be significant numbers who feel forced. With the vocational school math, students taking transitional classes do not resist.
- Many teachers have referenced the negative effects of forcing kids who don't consider themselves college-bound into transitional courses.
- Not at our school.
- Many students are happy to have this KYOTE test as an alternative to the ACT.
- I do not see these as dependent. Students we already forced.
- Students who don't see the value in Post-Secondary education due to socio-economic status are not driven to succeed unless a bond is formed with a teacher who has their best interests at heart.
- The kids must take the class if they don't meet benchmark, but I get little to no resistance from them.

8. Inclusion of the senior year transitional program and college placement testing for college readiness in the new accountability system as an **option** in the academic readiness category would significantly reduce the number of students who participate in this program but would significantly improve the quality of the students taking transitional courses because these students would **choose** to participate.

1 (14)

2 (15)

3 (15)

4 (4)

5 (2)

6 (1)

Comments:

- Senate Bill 1 requires all students to have a senior level math class, so it should also be used for accountability
- No option at our school.
- Students should have **options!!** (there is an arrow down to comment 10)
- If only the students who wanted the course took it. I do agree it would be easier to teach but that is all classes.
- Students who choose the course have a better chance of success.
- Possibly, but KYOTE serves a population that AP math courses do not. Allowing this test to be an option opens the door for **ALL** students to achieve academic readiness if they so desire.
- What is best for the kids? Schools should focus on getting all kids college and career ready. Schools put a lot of time and effort into doing what is best for kids. Schools should be given credit for the dedication to college and career readiness.
- Filling transitional math courses with students who want to be there would be great.

- I think if there are only students who have chosen to take the class, then the class would have better success. However, I think that students would still be enrolled even if they don't pick it.
- Give the students options!
- No one would choose to be included it should be forced as it is.
- Absolutely! The quality of student would increase the desire to improve. These students are intrinsically driven.
- The skills taught in class are essential for life. Not requiring for all would be a disservice to student.

9. Inclusion of the senior year transitional program and college placement testing for college readiness in the new accountability system would significantly strengthen the system by providing students who fail to benchmark on the ACT in their junior year the **opportunity** to become both college ready **and** transition ready.

1 (43)

2 (5)

3 (3)

4 (0)

5 (0)

6 (0)

Comments:

- Yes, this allows them to focus on their weak areas and assess only those areas. Focused intervention. (Arrow pointing to comment on 10)
- My students really work on their transition material to get ready and they want to learn because they see the benefit for their future.
- The ACT test is not for all students. Some students do not test well in that atmosphere.
- It provides equity for students who cannot afford to pay for another ACT.
- This option must be provided in order to provide equity for all students to have the opportunity to become academic ready.
- Every additional opportunity to incentivize students to reach benchmark is needed.
- Yes, a senior should have the opportunity to be College Ready for math using KYOTE readiness exams online as well as the College Algebra test online to take dual credit by the spring semester.

10. Inclusion of the senior year transitional program and college placement testing for college readiness in the new accountability system would be particularly helpful for students who failed to meet benchmark on the ACT as a high school junior but are pursuing a career readiness pathway that requires a two-year or four year college degree.

1 (44)

2 (4)

3 (3)

4 (0)

5 (0)

6 (0)

Comments:

- (Both arrows to this comment) **Overall Comments:** In the proposed system, a student must be college ready during the junior year in order to enroll in

any of the 4 alternate methods. What about students who need senior year to remediate skills to get to college readiness? What method do they have to show readiness that is free to them? This system is inequitable.

- Even KCTCS requires benchmark on ACT or another test. This provides another pathway.
- Most of our Career-Ready students graduate to go to a 2 year program. Therefore, academic readiness is important for these students to continue toward their career goal in addition to their career readiness. Access to become academic-ready is imperative for ALL students.
- Students who plan to pursue a 2 or 4 year degree will have to satisfy math requirements. Having something in place to help them acquire college-level ability drastically enhances their chances of success in college.
- Kids should be given the opportunity to keep doors open for their futures.
- It opens the Dual Credit door. 60% of our students cannot consider dual credit math courses due to being under served at home and at school. This runs much deeper than a test in our society. The KYOTE test is an opportunity for students to level the playing field.

11. High school seniors who fail to meet benchmark on the ACT math exam should have the ***opportunity*** to take a senior transitional math course as their ***required*** senior year math course. (Taking such a transitional course would not keep them from taking dual credit courses or pursuing a career readiness pathway.)

1 (45) 2 (6) 3 (0) 4 (0) 5 (0) 6 (0)

Comments:

- It is what we do.
- This may be their only opportunity to get to college
- I do not think a transitional math course keeps students from dual enrollment.
- They should be acknowledged for this work to be college/career ready.
- They are required to take a 4th math during their senior year. This transitional course opportunity offers them hope.
- It already is required.
- It should be offered, the opportunity allows them to take Dual Credit. More people need to know about this opportunity.
- Maybe not required if they are college ready by the dual credit criteria.

12. Elimination of the senior year transitional program and college placement testing for college readiness from Kentucky's K-12 system would be a ***serious mistake***.

1 (47) 2(4) 3 (0) 4 (0) 5 (0) 6 (0)

Comments:

- We'll maintain the transitional courses as long as we have students who fail to meet benchmark on the ACT.
- These students need KYOTE to meet benchmark.
- Elimination would create issues with 1 equity; 2 accountability; 3 hope and well-being; 4 academic rigor; 5 novice reduction; 6 gap reduction
- Opportunities to meet college benchmark in math were lessened when Compass went away. Eliminating the opportunity for these students to meet benchmark by passing the KYOTE Test. Therefore, the only way they could reach benchmark would be via the ACT Math Test. This would be very unfortunate for these students. Many of who cannot afford paying for the ACT once, much less several times.
- There's really no good reason not to continue the KYOTE option.
- This program has had great success and it would be a shame to take it out of the accountability system.
- This is a gift for students to have a free opportunity to show growth from junior year to senior year.

Additional Comments:

- Using AP as a measure of Academic Readiness may put a financial burden on students
- I do not think students who are in AP math classes such as Calculus are in jeopardy of not meeting benchmark. In reverse, students who are not meeting benchmark would not pass an AP exam and would not make it through the class successfully. I do not think this is the same group of kids. There are some students who do not meet benchmark, but could be successful in dual enrollment (some).
- The KYOTE testing system is very good at opening opportunity to the ELL population. It requires less reading and English Knowledge than the ACT.
- I would like to see our accountability system in public education support the KYOTE system. Since the KYOTE is an acceptable measure of college readiness for all public universities it seems like a great option for high school college readiness as well. In addition, the cost effectiveness of KYOTE and subject specified of KYOTE to be more intensive than the subject material on the math ACT, thus a positive indication for college readiness.
- Why is KDE opposed to having KYOTE as an option? If the college professors are satisfied with the quality of the students they are receiving, it seems that KDE would be satisfied too!
- The KYOTE online resources and the men/women who put the work in to develop and create these materials; to you I say thank you!